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ABSTRACT

This report describes a program for improving motivation of eighth grade students. Attendance, grades, discipline referrals, and student surveys were used in measuring changes in student attitudes. Problems were documented from data showing grades, attendance, and discipline referrals from the second semester of the 1994-95 school year. A student survey was administered at the beginning of the 1995-96 school year measuring student attitudes toward school, teachers, homework, and grades. Probable cause data showed that these problems relate, in part, to a lack of parental involvement, perhaps due to a shifting away from neighborhood schools. A large number of single family homes and the negative peer pressure sometimes associated with middle school were also factors contributing to a lack of motivation in students. Intrinsic motivation was shown by the research to be the only real long-term solution. This resulted in a three-pronged strategy for improving motivation. Parental contact was increased, the seven intelligences were addressed, and cooperative learning groups were established. These actions were taken toward increasing student self-esteem, success, and therefore, motivation. While interventions seemed to have little effect on the students with grade point averages above 2.0, or "C," at-risk students showed some improvement in all measured areas other than attendance. Contains eight appendices of materials used. (Author/JBJ)

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IMPROVING MOTIVATION IN EIGHTH GRADE STUDENTS

by

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Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

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Abstract

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Title: Improving Motivation in Eighth Grade Students

This report describes a program for improving student motivation. Attendance, grades, discipline referrals and student surveys were used in measuring changes in student attitudes. The targeted population consisted of middle school, eighth grade students in a northern Illinois city of over one-hundred thousand. Problems were documented from data showing grades, attendance and discipline referrals from the second semester of the 1994-95 school year. A student survey was administered at the beginning of the 1995-96 school year measuring student attitudes toward school, teachers, homework and grades.

Probable cause data showed that these problems relate, in part, to a lack of parental involvement, perhaps due to a shifting away from neighborhood schools. Almost a third of the school population comes from the lower economic class with a racially integrated student body. A large number of single family homes and the negative peer pressure sometimes associated with middle school were also factors contributing to a lack of motivation in students.

Intrinsic motivation was shown by the research to be the only real long-term solution. This resulted in a three-pronged strategy for improving motivation. Parental contact was increased, the seven intelligences were addressed and cooperative learning groups were established. These actions were taken toward increasing student self-esteem, success, and, therefore, motivation.

While interventions seemed to have little effect on the students with grade point averages above 2.0, or "C", at-risk students showed some improvement in all measured areas other than attendance.

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Chapter 1

Problem Statement and Context

General Statement of Problem

Eighth grade students, at the targeted middle school, exhibit poor motivation that interferes with their academic performance and with their preparation for high school. Evidence found for this problem includes:
truancy rates, failure to turn in work, poor performance on "effort based" tasks and high failure rates in the freshman year of high school.

Immediate Problem Context

The middle school is located in the southeastern section of an urban area in the midwest. It opened in 1956 as a junior high school, changing to a high school in 1970. After serving as a high school from 1970 to 1977, the building changed again and was re-named as a middle school beginning with the 1977-78 school year.

Nine hundred ninety-six students are enrolled at the Middle School. Of these students, 22 are classified as self-contained behavior disordered, and 24 are self-contained learning disabled.

Nine hundred fifty students are placed in seven heterogeneous core teams. These teams are divided into three teams of seventh graders and three teams of eighth graders. In addition, one team is comprised of both grade levels

(School Report Card, 1992-93).

The student body is 71.2 percent Caucasian, 19.4 percent African-American, 8.0 percent Mexican-American, 1.1 percent Asia-Pacific Islander, and less than 0.3 percent Native-American.

Two-thirds of the students are from the middle class, economically. Twenty-eight percent are in the lower income range, as defined by those receiving Public Aid, living in institutions for neglected or delinquent children, living in foster homes, or receiving free or reduced-price lunches.

While the vast majority of students are English speaking, one percent have limited English proficiency and qualify for bilingual education. This compares with a 2.8 percent bilingual rate in the school district and five percent in the state (School Report Card 1992-3). The attendance rate falls below both district and state levels as shown on the accompanying table 1.

Table 1

Attendance Table

	Attendance	*Chronic Truancy	Number of Chronic Truants
School	89.9%	15.2%	148
District	92.5%	8.6%	2,240
State	93.4%	2.2%	38,599

*Chronic truancy is defined as unexcused absence 20 percent or more of last 180 days.

Chronic truancy is indicative of lack of motivation. With ninety-nine percent of the school's students bussed, the vast majority on district busses, transportation does not appear to be a problem (School Report Card, 1992-3).

Student mobility at the school is 19.1 percent, somewhat lower than the district's 22.4 percent and the State's 20.0 percent. Student mobility is based on the number of students who enroll or withdraw during the school year. Students may be counted more than once (School Report Card, 1992-3).

Students enter school at 7:20 a.m. and the first class begins at 7:30. The school day consists of seven class periods, each student taking five core classes: English, math, social studies, science, and physical education, and two "encore" classes.

Encore classes, some of which are assigned and others that are elected by the student include: band, orchestra, computer lab, health, art, home economics, technical education, communications, drama, reading, Spanish, writing lab, and general studies.

General studies classes are comprised of a maximum of 15 students. Help with other class assignments is offered and activities designed to enhance a student's self-concept are part of the class.

Core teams develop their own team policies. These policies, of course, must remain consistent with school and district policies. Areas dealt with include:

classroom management	testing
homework	rewards/incentives
supplies required	progress reports
grading system	parent communication
make-up work	field trips
student grouping	

The school started with one team per level in 1990-91. Because of its early entry into the teaming aspect of the middle school concept, and its ongoing work in this area, the school has been designated a "Lead Middle School" in the state.

The school's physical plant and setting are comprised of a two story building with forty-eight classrooms, a cafeteria, library, auditorium, little theater, gymnasium, a small upper gym, and a 25-yard long swimming pool. An outdoor track, football field, and area for two softball fields, add to the physical education facilities.

The certified staff consists of a principal, two assistant principals, three counselors, one at-risk counselor, 64 teachers (including seven in special education), and two curriculum developers, one each for English and math. Five department heads each teach four, rather than the normal five classes. In addition, a school nurse, a part-time social worker, a part-time psychologist, a speech pathologist, a librarian, and a library aide are on the staff. Non-certified personnel include three office clerical workers, twelve

cafeteria workers, five building engineers and nine para-professionals.

The average experience of the teachers is 18 years. Masters degrees are held, or being worked on, by 75 percent of the staff. Four percent of the staff are African-American and 96 percent are Caucasian.

The Surrounding Community

The community is located in the north central part of the state, and is the second largest city in Illinois, with 139,700 residents. This is an increase of 2 percent in the population for the last ten years. The metropolitan area, with a population of 284,000, has grown 1.6 percent in the same time span. This difference is indicative of factors such as problems in the School District (both real and perceived), and the general stagnation in population growth of recent years in the north-north central parts of the county.

While the city, 80 miles northwest of a major metropolitan area has had slow population growth, areas to the east have grown rapidly as more people move to bedroom communities farther and farther west of the metropolis.

The community remains an industrial city with approximately 950 manufacturing firms in the city. Machinery, metal working and transportation equipment are the leading areas in employment. The breakdown of jobs shows manufacturing employing 30 percent of local workers; services,

24 percent; government, 10 percent; wholesale trades, 5 percent and "other" jobs 12 percent, this according to a 1993 report from the State Department of Employment Security (Demographic Overview).

In 1992-93, manufacturing jobs were down three percent, while lower-paying service jobs were up two percent. This helps to explain why per capita buying income dropped from $14,468 to $14,109 in the same time frame. Despite this, drop of per capita buying power, the median income, at $42,600, is up significantly over the past four years. The city, with 107,677 households, ranks sixth in the nation for housing affordability (Rockford Register-Star, 1994).

The city has 13 shopping centers, 4 hospitals, 165 parks, 241 churches/synogogues, 12 financial institutions, 45 public school buildings, and 36 parochial school buildings. In regards to higher education, Rockford has Rockford College, Rock Valley Junior College, Rockford Business College, St. Anthony's School of Nursing, and four branches of the University of Illinois and Northern Illinois University Center.

In 1989, a group called "People Who Care" filed a lawsuit against the School District, charging that the district had discriminated against minorities for years. The catalyst for this suit was the closing of 11 schools, eight with predominately minority enrollments.

Included in these closings was the closing of West High

School, one of two west side high schools. There are three east side high schools.

Also cited in the lawsuit were the lack of minorities in gifted programs, lack of minorities on the teaching staff and lack of minorities in school administration. Low minority test scores, inferior equipment in minority schools, and the forced busing of over 1,000 minority students from west side to east side schools were other factors in the suit.

On April 23, 1991, the Second Interim Order was signed by all parties and community and State provisions were given to the city to implement (Rockford Register-Star 1992). When the lawsuit became a class action, it affected every student and teacher in the district. One finding was that safety and discipline had not been adequately addressed. The lawsuit also brought community involvement in school business in unexpected ways. In July of 1992, eight prominent business executives recruited a task force of 380 volunteers from the community to study school problems and look for solutions. On January 24, 1994, the task force made its final report.

First, the school board was urged to foster lifelong learning opportunities for all - students, family members, and ordinary citizens alike. All students should receive a personalized education that maximizes their talents, interests, and abilities. This education should include core curriculum subjects and must be taught in a safe, orderly environment.

A second recommendation was to identify core ethics that would be the basis for a student disciplinary code. These ethics were to include trust, respect, honesty, tolerance, and teamwork.

On Friday, February 19, 1994, the U. S. Judge Stanley J. Roskowski, on a recommendation from U. S. Magistrate Judge P. Michael Mahoney, issued a guilty verdict against the School District, finding 30 years of intentional discrimination against African-American and Mexican-American students. This finding fixed the blame and also thrust the community into the national spotlight (Rockford Register-Star, 1994).

Whether the problems, pointed out in the lawsuit, are relevant to student motivation is debatable. A case can be made, however, that the general public's attitude of negativity, or, at best, apathy toward the school district is a residual effect of the suit and related issues.

Regional and National Context of Problem

Motivation to learn declines as students progress through the elementary grades and "drops precipitously as they enter middle school" according to Eccles-Parson, Midgley and Adler (1984), as quoted by Hooper and Miller in 1991. As motivation decreases, low achievement follows suit, leading to a cycle of failure. A lack of persistence in the face of failure, i.e. negative expectations, arise, forming a self-fulfilling prophecy.

A pilot program explored at one high school cited the large percentage of freshmen failing two, three, even four or five classes. Research shows that schools that establish programs designed to focus on actively engaging freshmen in the education/school enterprise have met with success. The "transition program" and the philosophy behind it, amply demonstrate the need for a "motivation intervention" which will better prepare students for high school.

While motivation seems to be an individualistic trait, it is a complex concept and not easy to understand. By saying a student fails because he or she is not motivated, we tend to place on the students the full responsibility for their learning. We must remember that teaching and learning are reciprocal activiites (Berliner, Casanova, 1993). While what motivates differs from individual to individual, it seems clear that there is no simple answer that will "open the door" for all of our students.

What also seems clear is that, for the sake of everyone involved, we must keep looking for answers. Whatever the key for each of our students, it is vital that we search. The consequences of a society where millions of students a year drop out, and millions more graduate still unprepared for the technical needs of the next century, are too serious to ignore or challenge with tried and found-waiting methods of motivating.

As seen in the Digest of Educational Statistics, 1993 (U. S. Department of Education), the percentage of drop outs (those 16-24 years of age, not in school and not graduated) actually dropped during the 20 years between 1971 and 1991.

Table 2

Dropout Rates 1971-1991

	Total	White	Black	Hispanic
1971	14.7	12.3	21.3	---
1981	13.9	11.4	18.4	33.2
1991	12.5	8.9	13.6	35.3

We can see that the fastest growing minority in the United States, Hispanic, has more than one in three students drop out. While the percentage of total dropouts has decreased (and blacks significantly), the lower numbers still mean a devastating loss of potential, more unemployment, and more welfare recipients.

A country in need of a trained, educated workforce and population cannot afford this waste. As educators, we need to find ways to motivate and, therefore, educate our students, especially those in the motivationally "at risk" grades eight and nine.

Chapter 2

Problem Evidence and Probable Cause

Problem Evidence

Evidence of motivational problems in the targeted middle school is documented in five different ways. The tie-in between behavior and academic achievement will be shown in this evidence.

Grades, while sometimes subjective, are used as evidence because of their relationship to the other factors. Both the grade point average from the second semester 1994-95 and social studies grades from the same period were recorded. Incidents of discipline problems are shown through numbers of student referrals as well as in-school suspension assignments, which encompass the entire 1994-95 school year.

In August of 1995 an anonymous survey of the targeted eighth grade students was administered. Additional information was obtained from the update of the comprehensive plan from the targeted schools.

Grade point average for 1994-95 second semester shows that twelve of the forty-one targeted eighth graders had below a 2.0 (C) GPA. These students were designated "at-risk." While again recognizing the subjective nature of this criteria, grades at the middle school are strongly related to effort. As one teacher at the school commented, "I don't grade for effort, but effort and achievement almost always coincide."

The data presented in table 3 show the GP5 for the 41 targeted students.

Table 3

Second Semester Grades, 1994-95

Students	Total	GPA All Classes	GPA Second Semester
Targeted	(41)	2.55	2.26
At-Risk	(12)	1.26	.75
Non At-Risk Group	2.0+ (29)	3.0	2.89

Information in the school's comprehensive plan update shows that 28 percent of all grades were D's and E's and 20.7 percent of all second semester grades were E's (failures). It is evident from the information that the at-risk and the non at-risk (those with GPA of 2.0 or higher) students show large differences in both cumulative GPA and social studies GPA. While the study was not designed as a strictly "at-risk" intervention, the comparison will be interesting. This differentiation will also serve as a guide as we try to show the connection between academic achievement and discipline interventions in dealing with motivation.

A second factor in measuring motivation is absence rate. Table 4 shows attendance rates for various groups. This expanded version of table 1 brings into focus a comparison of state and district with the targeted groups.

Table 4

Attendance Rates for Targeted Group, School, District and State 1994-95

Targeted Group	Percent Attendance	Average # of Days Absent*	Chronic Truancy %**
Total Group	93.7	11.5	
At-Risk	89.3	19.3	
Non At-Risk Group	94.7	9.48	
School	89.9	18.8	15.2
District	92.5	13.5	8.6
State	93.4	11.8	2.2

*Per 180 days
** Unexcused absence 10 percent or more of last 180 days.

While the at-risk group shows a high absentee rate, the group as a whole compares favorably to the state average. Poor attendance breaks any continuity of learning. While make-up assignments can be given, consistent attendance is necessary for building the momentum and the bonding necessary for success in today's classroom.

The school itself has obvious problems in the area of attendance, being significantly lower than the state rate. While even the at-risk group attends close to the school rate as a whole, an average of over 19 days missed per year is clearly unacceptable.

Factors beyond motivation, beyond control of student, parent, or teacher are sometimes involved in student absence. The truancy rate at the targeted school, however, shows a marked increase from state and district figures.

The final factors measured involve discipline. Daily occurrences of minor offenses and a breakdown by specific offenses are not shown. Instead, numbers of in-school suspensions and teacher referrals are illustrated in Table 5.

Table 5

Disciplinary Actions at Targeted School 1994-95

Targeted	Referrals to Adm.	In-School Suspension*
Total Group	102	31
At-Risk	90	26
Non At-Risk Group	12	5

* Figure represents a total of 7 students, from total group, 5 of whom are in the at-risk category.

At first glance, no surprises seem to be evident. The pattern established earlier holds here. While at-risk students dominate the teacher referrals, one surprise is found in the fact that only seven of the targeted group served in-school suspensions during the 1994-95 year. While only second semester figures are available, they show 1209 discipline referrals used for a total of 357 students. Contrasted to these numbers, the targeted group looks good in comparison.

The information shown on the three tables in this chapter leads us to the conclusion that the factors measured show that motivational problems manifest themselves in various aspects of the students' school experience. Despite some evidence to the contrary, the student survey administered the second day of school indicate a rather positive attitude toward school.

Table 6

Student Attitudes Toward School, August 1995

	Strongly Agree	Somewhat Agree	Seldom Agree	Disagree
I really want to do well in school	76	20	3	0
Doing homework is important	Very 70	Somewhat 26	Seldom .016	Never .016
I have a place to do my homework	Always 66	Mostly 29	Seldom .017	Never 3
My parents feel school is important	Very 100	Somewhat 0	Little 0	Not Imp 0
My classes are interesting	Usually 10	Somewhat 44	Seldom 42	Boring 3
I have a goal this year	Yes 83	No 17		
I want to attend school	Everyday 72	Often 13	Seldom 3	No 3
About my teachers, I like them:	Always 18	Usually 48	Sometimes 30	Seldom 3
My grade is important to me:	Very 78	Usually 18	Somewhat (.016)	Unimp. (.016)
I believe that I can do well in school	Yes 97	No 3		

As we can see from the above data, attitude toward school, teachers and importance of grades is generally positive. It is interesting to note, however, that while attitudes toward education in general show percentages almost exclusively above 70 percent positive, ratings dealing with "interesting classes" and "liking teachers" fall heavily in the middle two categories.

This could indicate that students are expressing what they think they should be feeling in the more theoretical areas of the survey. In the areas that rely less on outside factors, i.e., parent input, the students may be more honest, open, or realistic in expressing their opinions.

If we can trust the honesty of the anonymous responses, something happens from the opening of school to the end. Very often these changes occur with the first challenge, the first homework. While 70 percent say they consider homework very important, performance doesn't bear this out. Perception might be the problem. While all students report that their parents consider school to be very important, only 66 percent say they always have a place to do homework.

Probable Causes

Problems facing the targeted middle school can be traced back to contextual date presented in chapter 1. The 1986 lawsuit against the district by "People Who Care" charged the district with discriminating against minorities. One result

of the suit was a changing of school district areas, changing the school from a predominantly neighborhood school to one in which 99 percent of the students are bussed from the entire southeast and southwest areas of the city.

Almost a third of the student body comes from the lower class economically. The student population, made up of Hispanic and African-American (considered minorities for purposes of the suit), Caucasian and a few Asian/Pacific Islanders present more problems than might be faced when dealing with a more homogenous student body.

Changing boundaries, losing the advantages inherent in neighborhood schools, racial, and socio-economic diversity, and a population of nearly 1,000 students are factors presenting a challenging climate to staff and students alike.

We can again refer to the attitudes shown in our survey. While education is deemed important by the students, responses indicate that students find their classes less than interesting. A third of the students surveyed expressed the idea that they seldom, or only sometimes, like their teachers. Whether these perceptions are accurate or justified is irrelevant. These attitudes are definitely factors to be dealt with when considering motivation of students.

Middle school is a difficult time for students. Moving from self-contained classes to several teachers a day, moving to lockers and classes within a few minutes, given more responsibilities -- all coming at a time of physical and

emotional change -- make this a difficult time. These major life changes coincide with, or are partially the cause of, declining motivation through grade school. As students enter middle school, their motivation "drops precipitously." (Hooper and Miller, 1991).

Single family homes, low socio/economic status, under-educated parents who may or may not value education, and negative peer pressure, are all factors faced by today's adolescents. Middle school students face more of these serious problems than ever before (Stewart, 1993).

Between the problems faced by middle school students, in general, and the unique combination of circumstances in the targeted school, it is not surprising that problems exist. Dealing with motivation will require more than a single approach and must involve effort by teacher and parent, as well as, the student.

Chapter 3

THE SOLUTION STRATEGY

Review of Literature

A generally poor attitude toward school may result from a wide range of problems dating back several years. Problems in dealing with wide-ranging ability levels in classes over the years may lead to boredom in the high-ability student while the slower learner may experience frustration and a feeling of helplessness. Ethnic and socio-economic diversity may create problems that the teacher needs to not only address, but turn into a positive.

Low self-esteem can be a barrier to motivation causing "protective" lack of effort: When a student justifies his failure by not trying, he protects his self-worth (Kaplan, Peck and Kaplan, 1994).

Solutions vary. Past and present practice has involved the use of extrinsic rewards. Rewards from home and school for success are exactly the wrong thing to do. According to Hennessey and Zbikowski (cited in Bracey, 1994), if you give people extrinsic rewards for things they like to do anyway, they will do these things only for a reward; "the reward extinguishes the behavior." Stanford psychologist Mark Lepper and two colleagues did a study (cited in Clifford, 1994) with 60 preschoolers in which they concluded that children given a reward for doing something they enjoyed "became oriented away from enjoyment of the activity toward what they had to do to

get the reward." "The rewards had turned the play into work," (p. 23) they concluded.

Similarly, the idea that "nothing succeeds like success" has been a basic principle of education for many years. "It is time for education to replace easy success with challenge" (Clifford, 1991 p, 23). She lists three concept steps necessary to achieving this goal. First, students must be able to choose materials and activities of varying difficulty. Second, the harder the task, within limits, the greater the payoff. Third, an environment must be established which is tolerant of error-making and supports error-correction.

Satisfaction and maximum intellectual development depend on moderately difficult tasks (those with a probability of success of 50 percent). According to Clifford (1990), all assignments, quizzes, tests, projects, and other activities should require decision-making on the part of the students. Instead of minimum criteria, students should be free to choose criteria that provide challenge. When these factors are combined with prompt and specific feedback from the teacher, learning, performance, and motivation are enhanced.

Pardes (1994) explores two myths about student motivation. The first is that students come in two types: intrinsically motivated and extrinsically motivated. According to Pardes, "motivation springs from the student's relationship to the specific task at hand, not from his or her personality type" (p. 99). The second myth is that motivating

students is the teacher's job. The harder the teacher works to get students involved, the less there is for students to do, and the less motivated they will be.

What works better? Pardes (1994) suggests active learning. Instead of the teacher determining the activity, when it is due, and judging the work, the student is responsible for setting goals and tracking his or her achievements, with the guidance of the teacher. When students learn to develop their own internal yardsticks, to gauge and pace their own progress, they will attribute their successes and failures to their own effort and skill.

Offering students choices, empowering them, is vital to motivation. The teacher might begin with a discussion of a subject, what the students know and what they want to learn. Options of activities are offered to students, as well as, choices of what they will do to show what they have learned. In this way, students must think about learning before they begin. When students are in control of their own learning, they learn to motivate themselves (Pardes 1994).

Weaver (1989) discusses six factors that motivate others. He feels that the best motivator of all is variety. People need a variety of stimuli. As Weaver puts it, "be ready to dip very deeply into your storehouse of available resources - W.I.T. or Whatever It Takes!" (p. 251).

The second element is inclusion. Make students feel part

of the group. When you make others feel important and included, you motivate them.

As Pardes believed, so does Weaver. As with the previous source, he sees empowerment as the third element in motivation. Giving students a chance to learn things that directly pertain to their lives, to give them the chance to do something that will have a positive effect on them, is to empower them.

Fourth, a factor closely related to empowerment is freedom. The freedom to explore what concerns students and the freedom to express themselves leads to motivated students.

Weaver's fifth factor seems to fly in the face of those who have denigrated the idea of extrinsic rewards. He feels it is important to reward effort. The gold star, the good grade, money, are not necessarily the best motivators; in most cases they aren't. A smile, a pat on the back, or a verbal "well done" may mean far more.

Finally, Weaver says, "make classes fun." Enjoyment is motivating. Be unpredictable; try to make learning fun. Remember, too, that nothing motivates like a good model. It doesn't take an extraordinary person to be a good motivator, just one with a willingness to push, to challenge to buck the odds (Weaver 1989).

Much has been written and tried in dealing with the high achievers, honors class students, and with low achieving

students. The "average" student, the large numbers in the middle, are often left to fend for themselves.

Three ways of motivating average students are presented by Gallicchio (1992). The first suggestion is the "kid log," a way of keeping track of interests or unique facts that the teacher may learn about the individual student and use to relate to or motivate the individual. Second, introducing students to higher order thinking skills is accomplished through the use of cooperative learning groups. Johnson and Johnson (1978) state that "cooperativeness is positively related to self-esteem" (p. 14).

Gallicchio also says that students like to demonstrate their accomplishments. An effective way to motivate average students is to give them an occasional opportunity to be evaluated in whatever format they choose.

Educators know the problems they face. They have discussed poor attitudes, wide ability range, socio-economic factors, low self-esteem, poorly constructed reward systems, as well as, ways to deal with these problems. How can the teacher address these issues without flying off in a 1,000 different directions?

To reach the majority of students at their level, to offer realistic challenges, to motivate, it seems that Gardner's (1983) seven levels of intelligences must form the basis for our instruction. The opportunity to "shine" at the level of their own interest and strength raises self-esteem.

Greater willingness to take risks results from success in areas of strength (LaFarge, 1994).

Gardner (1983) advocates authentic assessment of progress. This is achieved by use of a portfolio containing students work.

Glasser (1986) states that all human behavior is generated by what goes on inside the behaving person. Students will not work in classes that do not satisfy their needs. The absolute core of almost all school problems is the need for power.

Glasser sees the teacher in his control-theory classroom as a facilitator, someone who lectures, teaches traditionally at times, but also teaches nontraditionally. The classroom is designed around cooperation, learning with groups of three or four students working together. With social skills in place, and the teacher setting up a workplace that convinces students that if they work they will receive satisfaction, they see that knowledge is power.

While many parents consider their primary challenge in preparing children for school to be teaching numbers and letters, experts feel that "children will be a lot better off in the long run if we help them develop social skills" (Kramer, as cited by Kent, 1995, p. 74).

Several research studies confirm the importance of the social skills started in the infant and toddler years and continued through pre- and elementary schools. "Kids with

well-developed social skills tend to be better adjusted psychologically, have a more harmonious home life, and do better in school" (Kent 1995, p. 74). Obviously, this social preparation needs to begin early, not the day before a child enters middle school.

The desired success in school results from a team effort. When parents, teachers, and students work together everyone starts to recognize, appreciate, and be motivated by the contributions of the others.

Effort is necessary from both of the child's educational guides regarding parental contact. While teachers wonder if parental contact is worth the extra effort, "recent research suggests just how helpful those efforts can be. Most parents do care, do want to help, and will follow the advice given by teachers" (Clark as cited in Berliner, 1993).

Project Outcomes and Solution Components

Three things must be done to deal with problems of motivation in the targeted middle school. First, parent contact must be increased and parents kept current about their child's progress. Second, an effort must be made to address multiple intelligences, and third, cooperative learning must be the backbone of classwork.

As a result of the use of strategies to increase motivation, during the period of August through November, 1995, students in the targeted 8th grade classes will show improvement in motivation. This will be measured by a decrease in discipline referrals, absences, and missing assignments as measured by teacher records. In addition, student's positive attitude toward school will be shown by student surveys, interactive notebooks, and improved grades.

An analysis of the data presented in chapter 2 shows many of the problems of the targeted group to be centered within a relatively small group of students. The probable causes, and possible solutions discussed in the review of the literature, suggest the need to reach out to students at their level. That is, to use methods and philosophies available to the teacher of the 90's.

Teaching to multiple intelligences gives the students the chance to use their own areas of interests and strengths. This can be accomplished through individual assignments as well as cooperative groups. Students will be given the opportunity to react to assignments using their creativity, imagination, and knowledge, through the use of interactive notebooks. These notebooks are done in a "right side, left side" style. See Appendix E. The right side is for class notes, reading notes, assignments, in short, testable material. This is the "input" side of the notebook. The left side of the notebook is the "output" side for student ideas. Opinions and values can be explored. Creativity, analysis, and feelings can be demonstrated. The use of the interactive

notebook can utilize cooperative groups for right side work and individual time for left side work.

The use of the interactive notebook and teaching to multiple intelligences, both using cooperative groups, will, hopefully, increase students success and confidence in their ability to succeed. This will result in improved self-esteem and with it, hopefully, motivation and achievement. Increased communication with parents will, ideally, tie together the school and the home so that students will feel support and concern for both areas.

Action Plan

I. Parental Communication
   - A. Send home cover letter dealing with survey
   - B. Inform via school mail that bi-weekly reports will be sent home for first month.
   - C. Call home after 2 zeroes on assignments (in class or homework)

II. Use of Interactive Notebook
   - A. Materials
     1. Spiral notebook
     2. Pen and pencil
     3. Colored pencils
     4. Scissors
     5. Glue stick
   - B. Purposes
     1. Record information

2. Allow high interest, creative ways for students to express themselves
3. Develop graphic thinking skills
4. Spur alienated students to use unconventional ways to show understanding and express ideas
5. Provides a record of work for students and parents

C. Right side teacher input, even numbers in notebook
1. Class notes
2. Reading notes
3. Written assignments
4. All "testable" material

D. Left side student input, odd numbers in notebook
1. Work out understanding of new material
2. Explore opinions
3. Clarify values
4. Demonstrate creativity
5. Review and preview material

E. Evaluation
1. Occasional walk-through to check daily work
2. Collect periodically for a more thorough look

3. Each page or section has a point value

F. Time Frame

1. September 1, 1995 through December, 1995

2. Once or twice per week

3. 45-minute period

III. Explain Multiple Intelligences

A. Explain to students (at their level) the concept of multiple intelligences.

B. Administer a multiple intelligence inventory

1) Peak interest of students

2) Give an idea of where to place emphasis in lessons

3) Give me an idea of how to split into core groups

IV. Teach to Seven Intelligences

A. The Seven Intelligences

1. Verbal/linguistic

2. Logical/mathematical

3. Visual/spatial

4. Body/kinesthetic

5. Musical/rhythmic

6. Interpersonal

7. Intrapersonal

B. Examples

1. Role play, plays, debates, etc.

(a) Interpersonal

(b) Verbal, linguistic,

(c) Kinesthetic

2. Map Making - include directions, key, scale

(a) Visual

(b) Spatial

(c) Kinesthetic

(d) Intra-personal

(e) Math analytical

3. Analyze music, dances of historical eras

(a) Musical rhythmic

(b) Mody kinesthetic

V. Cooperative Groups

A. Base groups will be formed

1. Random selection

2. Four to a group

3. Area of room for each team established

B. Emphasis on social/cooperative skills

1. Six inch voices

2. Division of tasks

3. Active listening skills

4. Stay on task

5. Positive, encouraging attitude

C. Early tasks

1. Simple, easy to accomplish

a. Jigsaw reading of chapter

b. Jigsaw questions on worksheet

2. Easy division of task

a. Well-defined roles

b. Simple, easy to understand

3. Examples

a. Read chapter 2 in text

(1) Each student read one section

(2) Report important facts to group - may use section questions as a guide to important points.

b. Each person receives chapter worksheet

(1) Group divides questions to individuals

(2) Individual does his section

(3) Group re-forms and shares answers

D. Goals

1. Positive atmosphere - feeling of accomplishment

2. Develop comaraderie within group

E. Time Frame

1. September, 1995 through December, 1995

2. At least two activities for each intelligence within the time frame

3. 45 minute period

Methods of Assessment

Student progress will be measured in several areas, all relating to student motivation. Absence rates, social studies grades, grade point average, discipline referrals, and in-school suspensions will be noted. Students' surveys will be readministered and compared to those given in August.

Chapter 4

Project Results

Historical Description of Intervention

The objectives of this project were to increase student motivation and to raise students' self-esteem. These factors would be measured by attendance rates, grade point average for all classes, social studies grades and discipline referrals. In addition to these, a pre- and post-study survey (Appendix A) was administered to each of the students in the targeted group.

Three general methods were chosen to achieve these objectives. These, and more specific aspects of each, will be discussed in the following paragraphs.

First, communication with parents was extensive. These contacts were initiated by a cover letter (Appendix B) dealing with the student survey. Bi-weekly mailings were sent home during the first month and a call home was made after two zeroes on assignments.

While the cover letter was sent, the phone calls and bi-weekly mailings were combined and used for students experiencing difficulty in completing assignments. Phone contact proved more difficult to implement on a large scale than first thought. The mailings were used in conjunction with the calls to reach a majority of the parents affected.

Contact via mail (in non-school envelopes) proved to be useful. In-person contact between parents and team teachers

was beneficial, though not without problems. These problems included difficulty in scheduling parents contacted, failure of parents to appear at scheduled times, and difficulty in scheduling parents of "at-risk" students the staff were most anxious to see.

Students were introduced to the concept of multiple intelligences and an intelligence inventory (Appendix C) was administered. This was done for the purpose of peaking student interest and giving the teacher an idea of where to place emphasis in lessons.

Multiple intelligences (Appendix D) were addressed through interactive notebooks (Appendix E) and cooperative learning groups (Appendix F). Both were used extensively.

The notebooks were used to allow high interest ways for students to express themselves, spur alienated students to show understanding and to provide a record of work for students and parents. The notebooks were used during one or two forty-five minute class periods a week. While the schedule did vary, the total number of notebook entries was 36, exceeding a twice weekly rate.

Cooperative group work, while not on a set schedule, comprised a significant amount of class work. This was achieved, interestingly, using traditional four person teams on only one occasion. Two person share-pairs were used, and one assignment lent itself to a six person group. This proved to be the most effective in this particular class.

An inter-disciplinary unit was completed using the two person teams. While not a part of the original plan, the unit dealing with life expectancy and health care in several countries, was a valuable addition (Appendix G).

Two additional attempts at motivation/raising self esteem may be of interest. A bilingual assignment was given. A simple worksheet, English on one side and Spanish on the other, was assigned (Appendix H). Credit was given for doing each side, answering both in Spanish and English. This was designed to accomplish three things. First, it may have created empathy among English speaking students for others with English as a second language. Conversely, placing the Spanish fluent student in the position of teacher, or helper, may have raised his/her self-esteem. Finally, and perhaps most importantly, a spirit of cooperation was fostered, forcing students who wanted full credit into a cooperative situation, seeking help from minority students who may often be cast in the role of "helpee" rather than "helper."

While no objective data exists regarding the success or failure of this assignment, Hispanic students seemed positive toward it and many majority English speaking students used help from Spanish speaking classmates to complete both sides of the worksheet.

A second sidelight to the study was an observation of something that occurred without regard to the research. A

field trip to a roller rink was offered to students. To qualify, a student had to turn in 90 percent of assignments and bring materials (books, pen, paper) to class 90 percent of the time over a four-week period. While a few students gave up without a legitimate effort, over 75 percent of the students qualified for the trip, significantly higher than would be seen in a "normal" four week period.

The field trip incentive flies in the face of motivation research of Hennessy and Zbikowski (cited in Bracey, 1994); Mark Lepper and colleagues (cited in Clifford, 1994), which condemns extrinsic rewards as exactly the wrong thing to do. We must acknowledge that this short-term "bauble" is not intended to work and could not be used as a legitimate long-term way of motivating students.

According to Pardes (1994) "motivation springs from the students' relationship to the specific task at hand." What is needed, perhaps, is development of students' relationship to the goal at hand, bridging the gap between the far off degree of "good job" and the close-at-hand roller skating excursion.

Both the notebooks and the cooperative groups were used extensively. While some of the seven intelligences may have been "shortchanged" in comparison to others, students were given the opportunity to use all of them.

Presentation and Analysis of Results

Effectiveness of the interventions was measured in four ways. Grades, both in social studies and overall grade point average, were figured. Attendance rates were charted. Disciplinary actions were rated in the form of referrals to the targeted school's administration and in-school suspensions assigned to the targeted group. Finally, a post intervention survey reflecting student attitudes toward school grades and teachers was administered.

Table 7 provides information on attendance. Attendance is broken down into two time periods, second semester 1994-5 and first quarter 1995-6. The targeted group is shown in total and is broken down into the at-risk group grade point average (below 2.0 or C) and those non at-risk students at or above a C average.

In addition, school, district and state figures are provided for second semester 1994-5. The latter figures are used as a reference point, comparing not only the targeted group with itself but with the state.

We note that targeted group attendance as a whole dropped just over one percent, equaling about two more days absent per quarter. While showing a drop in attendance, the group stayed nearly three percentage points above the targeted school average, almost exactly at the district percent. This figure drops the targeted group attendance from above the state average to almost one percent below.

It is in the at-risk category that the attendance drop is most evident. In falling from an attendance rate of over 89 percent to about 83 percent, the average number of days missed for this group of 11 is over 30 based on an entire school year. This is clearly unacceptable.

Those students in the "non at-risk" group continued to maintain attendance above school, district, and state percentages. They showed a slight improvement from second semester last year and missed just over eight days per year on average.

If we operate under the assumption that consistent attendance is important to the student's academic and social development, the drop in attendance, particularly for the "at-risk" group should be seen as a serious problem.

Table 7

Attendance Rates for Targeted Group,
Second Semester 1994-5, First Quarter 1995-6

Targeted Group	Percent Attendance 1994-5	Percent Attendance 1995-6	Average Days Absent* 1994-5	Average Days Absent* 1995-6
Total Group	93.7	92.6	11.5	13.4
At-Risk**	89.3	83.2	19.3	30.4
Non At-Risk Group	94.7	95.5	9.48	8.24
School	89.9		18.8	
District	92.5		13.5	
State	93.4		11.8	

*Per 180 days
**In this chapter, at-risk refers to the 11 (of the original 12) students with overall grade point averages below 2.0 (C). One of the at-risk students has left the school.

A closer look at attendance shows that of 136 missed days for the targeted group, 76 were from the "at-risk" group and of these, 48 days were missed by three students. Of these three students, one became pregnant, one was faced with legal problems/arrest, and one was a chronic truant who was put on a special program. While these types of problems are faced in every district and in virtually every school, the small number in the targeted group made it easy for the results to be skewed by what may or may not be aberrant statistics from just a few students. Taken without these "exceptions," the targeted group looks rather impressive in their attendance patterns. On the other hand, the one student who left the

targeted group, an "at-risk" student, missed 41 school days, about half of the second semester of 1994-5. Taking "what is," not what "should be," we are still left with the conclusion that attendance remains a problem.

Our second table shows us disciplinary actions taken by the administration of the targeted school. These figures do not show school, district, and state information as does table 7. Table 8 again divides targeted students into three groups: total group, at-risk, non-at risk.

Table 8

Disciplinary Actions at Targeted School
Second Semester 1994-5, First Quarter 1995-6

Targeted Group	Referrals to Adm. 1994-5	1995-6	In-School Susp. 1994-5*	1995-6**
Total Group	102	50 (100)***	31	10 (20)
At-Risk	90	39 (78)	26 (84)	9 (18)
Non At-Risk	12	11 (22)	5	1 (2)

*Figure represents a total of 7 students from targeted group, 5 of whom are in the at-risk category.

**Figure represents a total of 6 students from total group, 5 of whom are in the at-risk category.

***Figures in parentheses represent projected semester totals, giving the reader a quick comparison to semester figures of 1994-5.

Even without comparisons to school, district and state figures we can see a pattern emerging that is similar to that found in the attendance figures. An overwhelming percentage

of both referrals and in-school suspensions is attributed to the at-risk students. In fact, of the 40 remaining in the study, 11 are at-risk, just over one-fourth. This 27.5 percent accounts for 78 percent of all referrals and 90 percent of in-school suspensions. The referral figures are down slightly from second semester 1994-5. Suspension figures are slightly up for at-risk compared to total group.

Comparing the at-risk group with itself from 1994-5 to 1995-6, the figures look better. Referrals figures on a per semester basis reflect a drop of 13 percent with 78 incidents, down from 90. In-school suspensions dropped from 26 to 18, or 31 percent. This is again figured on a per semester basis.

Non at-risk students nearly doubled their referral rate from 12 to 22 per semester, while dropping from five to two for in-school suspension. No pattern seems to be emerging. Improvement in one area, a step back in another.

A total of six non at-risk students received referrals, half of those with only one and only one person with as many as three referrals. Only one non at-risk student received an in-school suspension and that person had only one.

Discipline referrals for the at-risk group show improvement from last year. About one-fourth of the targeted group dominates referrals and in-school suspensions, even with the improvement shown from last year. This shows that some measures taken by the teacher may have had some effect. The inconsistency of the effects, from positive to negative, to

effects on at-risk compared to non at-risk shows that something beyond the researchers efforts are needed.

Table 9 compares grades from 1994-5 to 1995-6. As stated in chapter 2, while grades are certainly subjective at the middle school level, they are very reflective of effort and, therefore, motivation.

Table 9

GPA For All Classes and Social Studies GPA
Second Semester 1994-5, First Quarter 1995-6
4 Point Scale

Students	GPA All Classes 1994-5	1995-6	GPA Social Studies 1994-5	1995-6
Targeted Group	2.55	2.64	2.26	2.53
At-Risk	1.26	1.36	.75	1.27
Non At-Risk	3.0	3.13	2.89	3.04

We can see that change is negligible. The only real change is found in the at-risk social studies grade which improved from .75 to 1.27. This could be a result of many factors. One of the at-risk students earned a B for the first quarter which significantly elevated the social studies GPA.

Only four of the 11 remaining at-risk students had the same social studies teacher in 1994-5 as in 1995-6. Different expectations and grading systems may account for the difference. Maturity, or out-of-school influences, may account for the improvement. Perhaps the measures taken in the targeted classes had an effect. With the slight

improvement shown in GPA for all classes in all groupings in Table 9, we may be seeing a positive result.

The lower number of discipline referrals in Table 8 reflects the same pattern. A slight improvement is shown, more with the at-risk group than the group as a whole.

On the contrary, Table 7 figures show a significant decline in attendance for at-risk but a slight improvement for the group as a whole. This may be due to the fact that attendance is probably the factor least affected by what is done at school.

If we can detect an overall pattern to our results, it appears that some improvement occurred in the at-risk group, both in discipline and in academic achievement. The non at-risk people seemed to show little change in these areas. Given the figures available, even with the movement made by the at-risk group, we can see that they have a very long way to go to reach an acceptable level in any of our measured areas.

The fact we must remember is that next school year will be spent in high school for almost all of these students. With less than one school year left, will these at-risk students reach a level of motivation and self-esteem that will allow them a legitimate chance to succeed in high school?

It seems that we must reach the conclusion that the types of interventions used in this study need to begin at much lower grade levels. Parental contact, teaching to the seven

intelligences, and cooperative learning groups are essential from primary grades on up.

Table 10 shows us a look at student attitudes through a pre-post study survey. While a large majority of the students continue to express positive attitudes toward school and teachers, positive attitudes percentages are down slightly from August, 1995. All students surveyed in the October post-study survey say they believe they can do well in school. Another change of interest shows us that while in August all students believed that their parents felt that school is very important, in October twelve percent now say that parents consider school somewhat important. Whether this is significant is doubtful but does raise the question as to why the change, not just in this category but in all of those on the survey.

Table 10

Student Attitudes Toward School, August 1995
Student Attitudes Toward School, October 1995 To Right

	Strongly Agree	Somewhat Agree	Seldom Agree	Disagree
I really want to do well in school	76-69	20-24	3-3	0-0
Doing homework is important	Very 70-57	Somewhat 26-33	Seldom .016-6	Never .016-3
I have a place to do my homework	Always 66-66	Mostly 29-24	Seldom .017-3	Never 3-0
My parents feel school is important	Very 100-87	Somewhat 0-12	Little 0-0	Not Imp. 0-0
My classes are Interesting	Usually 10-9	Somewhat 44-51	Seldom 42-12	Boring 3-27
I have a goal this year	Yes 83-67		No 17-33	
I want to attend school	Everyday 72-60	Often 13-30	Seldom 3-3	No 3-6
About my teachers, I like them:	Always 18-18	Usually 48-42	Some 30-30	Seldom 3-6
My grade in important to me:	Very 78-69	Usually 18-24	Some (.016)-6	Unimp. (016)-0
I believe that I can do well in school	Yes 97-100		No 3-0	

Conclusions and Recommendations

A look at the tables seems to indicate slight improvement in performance in meeting objectives. The goals of this study were to raise motivation and self-esteem in students.

One way the goals would be achieved was by increasing

home contact through phone calls, via mail, and through parent conferences. This proved somewhat more difficult than first thought. Disconnections, answering machines, no answer were common and frustrating. When a connection with parents was made, their reaction was generally positive. Some appointments were not kept and those who did appear were often those parents whose students are very successful. Despite the problems faced, the increased effort at contact was worthwhile.

Addressing multiple intelligences was attempted through the use of the interactive notebooks and a variety of lesson choices. This met with positive results. Although some interest, intelligence areas were addressed more than others, all were given exposure. The students responded well to the notebooks which were used extensively.

Cooperative groups ranging from partners, two people to basically three person groups were also successful. Students who had shown very little motivation or interest became more conscientious when faced with peer pressure and the opportunity to succeed in their assigned group task.

The four measuring sticks for gauging progress were absence rate, grades (both overall and in social studies), student attitudes and discipline problems. Student attitudes were measured by a pre-post test survey.

Student absence rates show that attendance was down in the targeted group, with the at-risk group showing a larger

drop than the group as a whole. As mentioned earlier, this may result from the fact that student attendance is basically a function of out-of-school factors.

At-risk grades, while still extremely low, did show improvement. The group as a whole improved slightly. This occurred both in the overall grade point average and in the social studies grades.

Discipline was somewhat improved. Both groups showed fewer referrals to administration and fewer in-school suspension assignments.

The student surveys indicating attitude toward school and teachers were generally positive. Despite this, positive responses were down slightly from August to late October.

While at-risk students showed more significant improvement in these areas, their progress is very slow. If the project was not a large success, the methods used may have lessened the rate of failure or turned attitudes of some students, if only slightly. The project may require a longer time line to have maximum effect.

The activities and methods used in this study, while not showing dramatic change, are highly recommended. Addressing multiple intelligences, working in cooperative groups, and increasing contact with parents, should form a cornerstone of any educational enterprise.

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Appendices

Appendix A

Student Survey

1) I really want to do well in school.

Strongly agree	Somewhat agree	Seldom agree	Disagree

2) Doing my homework is:

Very Important	Somewhat Important	Seldom Important	Never Important

3) I have a place to do my homework:

Always	Most of the time	Seldom	Never

4) My parents feel school is:

Very Important	Somewhat Important	Of Little Importance	Not Important

5) My classes are usually:

Interesting	Somewhat Interesting	Somewhat Boring	Boring

6) I have a goal for this year.

Yes_____ No_____

7) I want to attend school:

Everyday Unless sick	Often	Seldom	Only When I have to

8) About my teachers, I:

Almost always like them	Usually like them	Sometimes like them	Seldom like them

9) My grade is:

Very important to me	Usually Important	Somewhat important	unimportant to me

10) I believe that I can do well in school:

Yes_____ No_____

Appendix B

Cover Letter

Dear Parent or Guardian:

As a member of a field-based masters program at St. Xavier University, I am working on a program designed to increase motivation in students. I am asking for cooperation in doing surveys meant to help me measure attitudes toward school.

Your child will not be penalized in any way as a result of this research. Their responses are voluntary and anonymous. No information from any individual student will be identified.

Thank you for your time and cooperation in this matter.

Sincerely,

Curtis A. Miller
Social Studies Teacher

Where Does Your True Intelligence Lie?

This quiz will help you identify your areas of strongest intelligence. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down a "T." If it doesn't, mark an "F." If the statement is sometimes true, sometimes false, leave it blank.

1. ____ I'd rather draw a map than give someone verbal directions.
2. ____ If I am angry or happy, I usually know exactly why.
3. ____ I can play (or used to play) a musical instrument.
4. ____ I can associate music with my moods.
5. ____ I can add or multiply quickly in my head.
6. ____ I can help a friend sort out strong feelings because I successfully dealt with similar feelings myself.
7. ____ I like to work with calculators and computers.
8. ____ I pick up new dance steps fast.
9. ____ It's easy for me to say what I think in an argument or debate.
10. ____ I enjoy a good lecture, speech or sermon.
11. ____ I always know north from south no matter where I am.
12. ____ I like to gather together groups of people for parties or special events.
13. ____ Life seems empty without music.
14. ____ I always understand the drawings that come with new gadgets or appliances.
15. ____ I like to work puzzles and play games.
16. ____ Learning to ride a bike (or skates) was easy.
17. ____ I am irritated when I hear an argument or statement that sounds illogical.
18. ____ I can convince other people to follow my plans.
19. ____ My sense of balance and coordination is good.
20. ____ I often see patterns and relationships between numbers faster and easier than others.
21. ____ I enjoy building models (or sculpting).
22. ____ I'm good at finding the fine points of word meanings.
23. ____ I can look at an object one way and see it turned sideways or backwards just as easily.
24. ____ I often connect a piece of music with some event in my life.
25. ____ I like to work with numbers and figures.
26. ____ I like to sit quietly and reflect on my inner feelings.
27. ____ Just looking at shapes of buildings and structures is pleasurable to me.
28. ____ I like to hum, whistle and sing in the shower or when I'm alone.
29. ____ I'm good at athletics.
30. ____ I enjoy writing detailed letters to friends.
31. ____ I'm usually aware of the expression on my face.
32. ____ I'm sensitive to the expressions on other people's faces.
33. ____ I stay "in touch" with my moods. I have no trouble identifying them.
34. ____ I am sensitive to the moods of others.
35. ____ I have a good sense of what others think of me.

Logical/Mathematical Intelligence

Often called "scientific thinking" this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.

Verbal/Linguistic Intelligence

Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.

Visual/Spatial Intelligence

The intelligence which relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.

Intrapersonal Intelligence

The intelligence which relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spritual realities.

7
WAYS OF KNOWING
MULTIPLE INTELLIGENCE

Body/Kinesthetic Intelligence

Related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex which controls bodily motion.

Interpersonal Intelligence

The intelligence which operates primarily through person-to-person relationships and communication. It relies on all the other intelligences.

Musical/Rhythmic Intelligence

The intelligence which is based on the recognition of tonal patterns, including various environmental sounds and on a sensitivity to rhythm and beats.

'60

Interactive Student Notebooks

Most student notebooks are drab repositories of information filled with uninspired, unconnected, and poorly understood ideas. Typically, students dutifully write down class notes without ever considering what they are writing. Students generally do not know how to identify key ideas and concepts, nor are they encouraged to actively and creatively respond to the new information they record in their notebooks. As a result, students most often take notes when required to do so—passively copying what the teacher says or writes—and then regurgitate, with little retention, that information on a test.

Interactive Student Notebooks allow students to record information about history in an engaging way. Students combine both colorful graphics and words in their notebooks. Key ideas are underlined in a color or highlighted; Venn diagrams show relationships; cartoon sketches show people and events; time-lines illustrate chronology; indentations and bullets indicate subordination; arrows show cause and effect relationships. Ideas are taught and represented in different modes. Students develop graphic thinking skills. This spurs many kids who were alienated in the conventional classroom to understand and express their ideas.

Materials

In order to create effective Interactive Student Notebooks, each student must have the following materials:

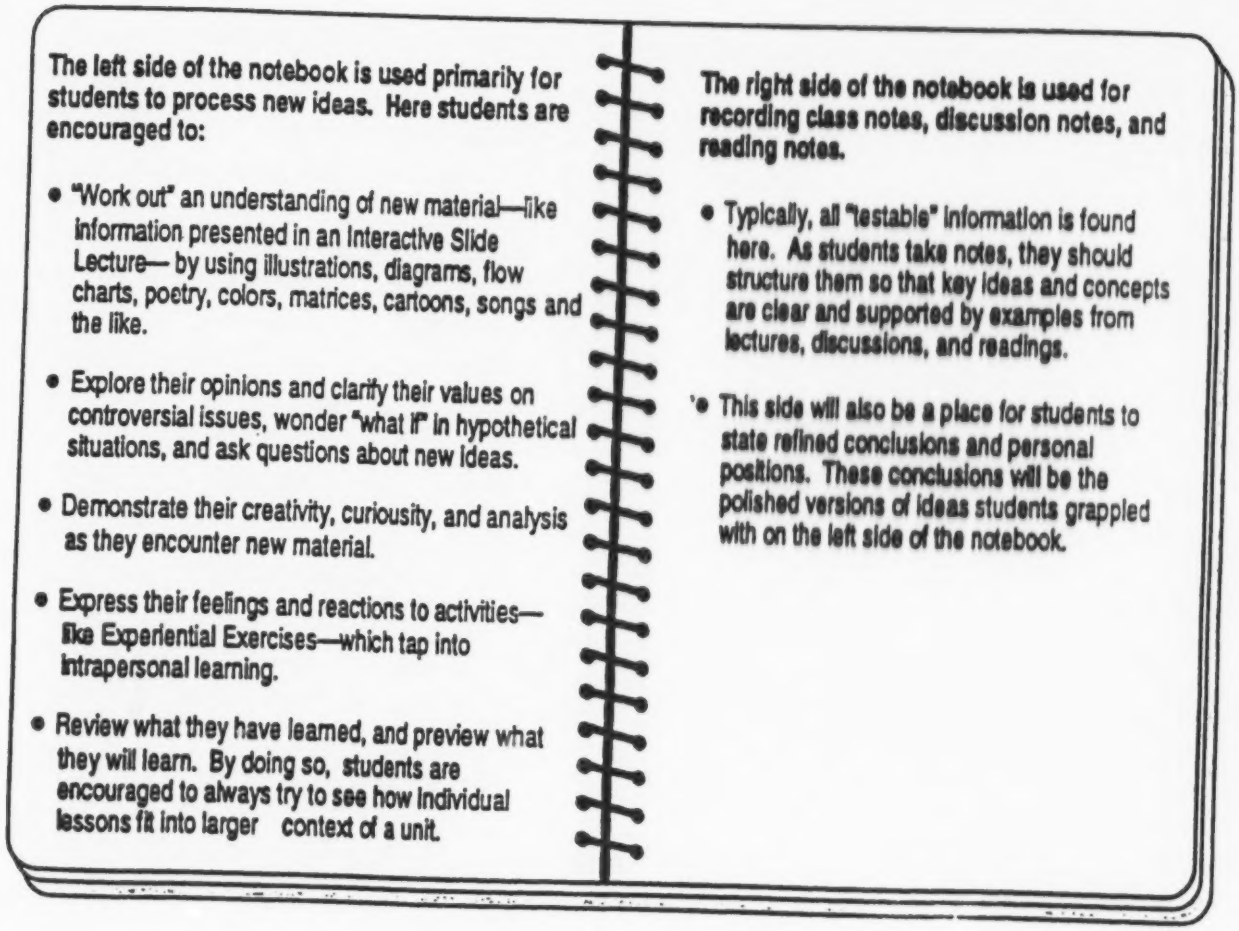
- 8 1/2 by 11 inch spiral notebook with at least 100 pages
- A pen
- A pencil with an eraser
- Two felt-tip pens of different colors or
- Two highlighters of different colors

In addition, students will find it very helpful to have these materials:

- A wide variety of colored pens or pencils
- Several highlighters
- A small scissors
- Rubber cement or a glue stick

"Right Side, Left Side" Orientation for Notebooks

Interactive Student Notebooks encourage students not only to record history notes in an organized, logical fashion, but also to work with and process the information in ways that help them better understand history. The right side of the notebook is used for recording class notes, discussion notes, and reading notes. This is the "input" side of their notebooks. Typically, all "testable" information is found here. The left side of the notebook is used primarily for students to process new ideas. This is the "output" side for their ideas.


The left side of the notebook is used primarily for students to process new ideas. Here students are encouraged to:
• "Work out" an understanding of new material—like information presented in an Interactive Slide Lecture— by using illustrations, diagrams, flow charts, poetry, colors, matrices, cartoons, songs and the like.
• Explore their opinions and clarify their values on controversial issues, wonder "what if" in hypothetical situations, and ask questions about new ideas.
• Demonstrate their creativity, curiousity, and analysis as they encounter new material.
• Express their feelings and reactions to activities—like Experiential Exercises—which tap into intrapersonal learning.
• Review what they have learned, and preview what they will learn. By doing so, students are encouraged to always try to see how individual lessons fit into larger context of a unit.
The right side of the notebook is used for recording class notes, discussion notes, and reading notes.
• Typically, all "testable" information is found here. As students take notes, they should structure them so that key ideas and concepts are clear and supported by examples from lectures, discussions, and readings.
• This side will also be a place for students to state refined conclusions and personal positions. These conclusions will be the polished versions of ideas students grappled with on the left side of the notebook.

Grading the Interactive Student Notebook

An effective system for grading notebooks will keep the task from becoming burdensome and time-consuming. Here are some suggestions to help you manage the load of grading student notebooks so that students can receive regular, helpful feedback.

Daily evaluation suggestions

- Check notebooks each day for the first two weeks of the semester. It is imperative that you give students immediate feedback in the early stages; this way, you can see whether students are using them correctly and address any problems immediately.

- Walk around the classroom while students are working in their notebooks and give your students positive comments and helpful suggestions. This is particularly important early in the year, and from time to time throughout the year. Otherwise, students may get careless and the quality of their notebooks will suffer.

- If you have given a Working It Out for homework, look at each notebook at the students' desks and evaluate it using "o" (not done), "-" (poor), "√" (average), and "+" (excellent). Record these in the gradebook.

- If you assigned a short writing in the notebook, have students photocopy it to be turned in to you for a grade.

- Pass out a model of great notes for a particular lecture or activity. Put students into groups of two and have them evaluate each of their notebooks according to the model.

- On occasion, allow students to use their reading notes or class notes to take a quiz. If their notes are good, their grade should reflect this.

COOPERATIVE LEARNING CHECKLIST

NAME_____ SCHOOL_____

GRADE LEVEL_____ _____SUBJECT AREA_____

1. SKETCH YOUR BULLETIN BOARD DESIGN:

2. DECIDE UPON YOUR ROLES AND ROLE CARDS OR WAYS TO DESCRIBE ROLES

_____

_____

_____

_____

_____

_____

3. SKETCH YOUR NEW SEATING ARRANGEMENT:

4. LIST THE SOCIAL SKILLS YOU WILL IMPLEMENT AT THE START:

_____

_____

_____

SOCIAL SKILLS THAT WILL BE IMPLEMENTED LATER:

_____

_____

_____

5. PREPARE A POSTER OR BANNER FOR INTRODUCING COOPERATIVE LEARNING OR SOCIAL SKILLS. (DRAW OR WRITE IT OUT)

6. WHAT SIGNALS DO YOU PLAN TO USE FOR ATTENTION, QUIETNESS, UNDERSTANDING OF DIRECTIONS, AND ETC. _____

_____

_____

_____

_____

7. WHAT GROUP INCENTIVES OR ENERGIZERS WILL YOU OFFER?

_____

_____

_____

8. LIST ANY MATERIALS OR SUPPLIES YOU WILL NEED FOR THESE ACTIVITES.

_____

_____

_____

Cooperative Lesson Design

Subject_____

Grade Level_____ Lesson Hook_____

Task Assignment_____

ACADEMIC OBJECTIVE	COOPERATIVE OBJECTIVE

DECISIONS	STRATEGY/ACTIVITY	MATERIALS
Group size: Getting into groups:		

Build in High-Order Thinking	**U**nite Teams	**I**nsure Individual Learning	**L**ook Over & Discuss	**D**evelop Social Skills

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Cooperative Group Activity

1. Formation of Groups: _____

2. Role Assignments: _____

   _____

   Organizer/Timekeeper:
   Materials Manager:
   Recorder:
   Encourager:

3. Task: _____

   _____

4. Time Limit: _____

5. Social Skill: _____

6. Processing: _____

   _____

7. Encouraging Energizer: _____

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Overhead 0-4

Appendix G

IDU - HEALTH

Find as much information as possible for the countries listed:

Group 1	Group 2	Group 3
Australia	Great Britain	Mexico
Brazil	India	Peru
China	Italy	United States

Culture

Recreation
Transportation
Food
Literacy Rate

Health

Life expectancy
Number of Doctors (or Hospitals) per person
Health Care Insurance/Health Care costs

Economy

Per Capita Income (GNP)
Types of Jobs
Unemployment Rate

Other

Any other information that you can find relating in any way to health.

1) Find the three countries with the highest life expectancy. What similarities do you see?

2) Find the three countries with the lowest life expectancy. What similarities do you see?

3) What differences did you find between countries with high life expectancy and those with low life expectancy?

4) In paragraph form (at least two paragraphs), summarize what you have learned, and any conclusions you have come to regarding good health and long life.

Dear Helper,

For the next several weeks in Social Studies, we will be studying Mexico, Central America, the Caribbean Islands, and South America. Here are some of the topics we will be exploring:

- the geography of this region
- how the people of this region live and work
- how the countries of this region are governed
- art and recreational activities typical of this region

We are looking forward to an exciting unit and would appreciate your help with the homework assignment below. Thanks very much.

Sincerely,

Homework

To complete the activities below, check the facts about Latin America on pages 98–101 of your Social Studies book.

1. What major language do most Latin American countries have in common?

   _____

2. Note the leading exports of the Latin American countries. Would you say that most of these countries export agricultural, mineral, or industrial products? Give a reason for your answer. _____

   _____

3. The chart below shows the countries that make up Central America. Complete the chart. Then answer the questions that follow.

Country	Form of Government	Leading Export
Belize		
Costa Rica		
El Salvador		
Guatemala		
Honduras		
Nicaragua		
Panama		

   a. What is the most common leading export for this region? _____

   b. What is the most common form of government? _____

   c. In which country is sugar the leading export? _____

Here are some books you might enjoy reading: *South America* by William E. Carter; *Central America and Panama* by Patricia Maloney Markun. You may be able to find these books at your neighborhood library.

Macmillan/McGraw-Hill

PARA HACER EN CASA
UNIDAD DOS

Estimado colaborador,

Durante las próximas semanas, en la clase de Estudios Sociales, estudiaremos México, América Central, el Caribe y América del Sur. Estos son algunos de los temas que vamos a tratar:

- la geografía de esta región
- cómo vive y trabaja la gente de esta región
- qué forma de gobierno tiene esta región
- el arte y las actividades de recreo típicos de esta región.

Nos complace la idea de empezar una unidad interesante, y nos gustaría contar con su ayuda para llevar a cabo la tarea de abajo. Gracias.

Atentamente,

Tarea

Para hacer la siguiente tarea, comprueba la información acerca de América Latina en las páginas 98 a 101 de tu libro de Estudios Sociales.

1. ¿Qué idioma importante tienen en común la mayoría de los países de América Latina? _____

2. Fíjate en los principales productos de exportación de los países de América Latina. ¿Dirías que la mayoría de estos países exportan productos agrícolas, minerales o industriales? Da una razón para apoyar tu respuesta. _____

_____

3. La tabla de abajo muestra los países de América Central. Completa la tabla. Después, contesta las preguntas siguientes.

País	Forma de gobierno	Exportación principal
Belice		
Costa Rica		
El Salvador		
Guatemala		
Honduras		
Nicaragua		
Panamá		

a. ¿Cuál es la exportación principal más común de esta región? _____

b. ¿Qué tipo de gobierno es el más común? _____

c. ¿Qué país tiene el azúcar como principal exportación? _____

Macmillan/McGraw-Hill

Estos son los títulos de unos libros que disfrutarían leyendo: *South America* de William E. Carter; *Central America and Panama* de Patricia Maloney Markun. Quizá encuentren estos libros en la biblioteca de su barrio.